

### Subject area: Key Stage 2 Reading

#### **Curriculum design and rationale**

Intention of our KS2 reading curriculum is to provide focused teaching in the skills underpinning fluency & comprehension (and decoding when necessary), in order to develop confident readers.

Pupils should leave Y6 reading at an age-appropriate level, fluently and expressively and demonstrating good comprehension of a wide range of text types. They should be fully prepared for the next stage of their education, as reading is the key to unlocking learning across the wider curriculum.

We expect pupils to have independently read & enjoyed a number of books, as well as participated in class novel reading, of both contemporary texts & those from our literacy heritage. Book talk is encouraged with pupils, to allow them to explore their personal response to ideas/information from texts, make connections, discover new learning and explore their own reading preferences.

A key element to our reading curriculum is the development of wide-ranging background knowledge, which will allow pupils to develop a sense of context when reading both fiction and non-fiction texts, which research suggests will aid comprehension. This is achieved through the use of high-quality resources, often linked to and expanding on topic/science areas of learning, exploring geographical and/or historical context & vocabulary.

#### **How is it planned and sequenced?**

Reading skills are taught daily in discreet reading lessons, covering the objectives in the national programme of study. Resources used in lessons develop in complexity & challenge as years progress, as does the expectations for how pupils will make inferences/predictions and make analysis of texts.

The KS2 Reading Spine builds challenge as year groups progress, as class novels become more complex in terms of character development/narrative structure and also complexity/vocabulary/figurative & symbolic text. The Spine also includes non-fiction texts, novels in verse form and complex picture books in order to provide pupils with a fully-rounded shared reading experience.

Class novel reading is identified on the daily timetable, in order to foster positive attitudes, a shared reading experience and opportunities for pupils to discuss shared characters, ideas, themes.

Fluency-focused mini lessons have been introduced across the key stage, within which teachers focus on explicitly teaching the skills of fluent reading. Research suggests that for many pupils their difficulty with reading comprehension may be a result of poor fluency and incorrect phrasing when reading and we recognise the need to pro-actively teach the specific skills of fluency so pupils can read confidently, with appropriate phrasing and prosody.

A planned sequence of spellings patterns are taught across key stage 2, to support further development of word reading skills.

## **How are disadvantaged and SEND pupils challenged?**

Individual copies of class novels are provided for all pupils over holiday periods, to allow opportunities for pupils to access high-quality, age-appropriate books.

Class novels are chosen to provide exposure to challenging vocabulary and often enhance the history, geography or science curriculum, providing further learning opportunities. The Reading Spine ensures a breadth of coverage to ensure all pupils, no matter what their background, can identify shared characteristics with characters and situations.

Targeted reading-skill specific interventions are planned for SEND & other vulnerable pupils, depending on their skill need. The intervention will have a clear focus on fluency or comprehension or decoding as appropriate.

## **Approach to Assessment/Data**

Reading data is triangulated termly to monitor pupil progress and attainment and ensure all data information points dovetail to create an accurate reflection of pupils' current reading attainment. Individual pupils who seem to have inconsistent data points are further investigated by the KS2 reading lead.

Attainment of pupils is closely monitored to ensure that any necessary & appropriate interventions are planned at the right level, developing the relevant reading skill – decoding, fluency or comprehension.

Pupils who require additional support with reading skills are identified on class profiles using triangulation of assessment data from Target Tracker, GL reading assessment, RWI and Big Cat book bands. Appropriate interventions are planned & usually fall into one of 3 categories:

1. Pupils who required further work on decoding skills – RWI or Fresh Start programs. (this group will often include SEND pupils and those with English as a second language, who need focused phonics instruction in order to rapidly gain the reading and spelling skills they need)
2. Pupils lacking in automaticity and appropriate phrasing & expressiveness when reading – require fluency training, primarily through the use of echo reading techniques.
3. Pupils whose comprehension skills need further development – use of Reciprocal Reading or Inference Training as a targeted intervention.

Big Cat running record assessments are used to closely monitor home reading book band, to ensure books are tightly matched to reading level. Pupils reading a book level below their expected year group are read with 1:1 weekly & re-assessed every half-term. All pupils' reading records are monitored in class to ensure regular home reading.